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Perspectives of Researchers Engaging in Majority World Research to Promote Diverse and Global Psychological Science

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Journal analyses have documented the historical neglect of research pertaining to the Majority World in psychological science, and the need for inclusivity is clearly articulated to ensure a science that is comprehensive and globally applicable. However, no systematic efforts have explored the perspectives of researchers working with Majority World communities regarding the challenges they experience in conducting and disseminating research and ways to address them. Our aim was to explore these challenges from the perspective of these researchers using an embedded mixed-methods design. Based on responses of 232 researchers who engage in psychological research with Majority World communities (68.1% from Africa, Asia, or Latin America, remaining from the Minority World), we identified challenges in three areas: (a) stemming from an inherent bias against Majority World research, (b) experienced by all researchers, which nonetheless are heightened for those engaging in research with Majority World populations, and (c) specific to researchers affiliated with Majority World institutions. Based on the findings, we recommend journal editorial teams and funding agencies: (a) acknowledge and address the bias inherent in the publication and funding process, (b) recruit editorial team members, program officers, and reviewers from the Majority World, (c) train editorial team members, program officers, and reviewers from the Minority World to thoughtfully evaluate Majority World research, and (d) provide resources for researchers affiliated with Majority World institutions.

Public Significance Statement
In this article, we identify key barriers that researchers experience in conducting and disseminating their research with Majority World communities and provide recommendations to promote global psychological science.

Keywords: global psychological science; Majority World, embedded mixed-methods design; barriers

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The data can be accessed at https://osf.io/zcwq3/.

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Vaishali V. Raval

Scientific research is increasingly becoming more global and diverse in terms of its research teams and foci. Psychological science, which traditionally has suffered from a lack of knowledge diversity, is no exception (Mohlhenrich & Krpan, 2022). For over 2 decades, psychologists have recognized the narrow focus of our science on individuals residing in Western, educated, industrialized, rich, and democratic (WEIRD), Global North, or Minority World countries (those in North America, Europe, and Oceania) with notable dominance of the United States in published psychological research (Henrich et al., 2010; Pollet & Saxton, 2019; Rad et al., 2018; Thalmayer et al., 2021). Between 2003 and 2007, about 98% of the first authors in the six American Psychological Association (APA) journals (covering clinical, developmental, educational, health, family, and social psychology) were affiliated with institutions in the United States and other largely English-speaking countries (Arnett, 2008). Ten years later, there was a marginal change (97%) in studies published between 2014 and 2018 (Thalmayer et al., 2021). Moreover, between 2003 and 2007, and between 2014 and 2018, respectively, 95% and 93% of the articles in the six journals reported on a sample from the United States and other largely English-speaking countries (Arnett, 2008; Thalmayer et al., 2021), demonstrating little change over 10 years. Examining the global diversity of authors and editorial teams, Lin and Li (2023) surveyed 68 top psychology peer-reviewed journals in 10 subdisciplines between 2017 and 2019 and found that nearly 92% of articles had first authors affiliated with an institution in North America, Europe, or Oceania. Other researchers have reported similar trends in specific journals or fields (see Moriguchi, 2022; Nielsen et al., 2017).

It is important to acknowledge that some subfields of psychology attend to diversity (e.g., cultural, cross-cultural, or developmental psychology) along with an emerging movement within the larger discipline with special issues focusing on decolonial approaches (i.e., Macleod et al., 2020; Readsura Decolonial Editorial Collective, 2022). For example, within developmental science, there has been an increase in promoting the diversity of human developmental processes as embedded in various ecological and sociocultural contexts with more research on cultural diversity and ethnic/racial minoritized identities (Mohlhenrich & Krpan, 2022). Despite these efforts, as evidenced in Lin and Li's (2023) study, between 2017 and 2019, even within developmental psychology, 87.2% of the first authors' national affiliations are in North America and Europe, relative to less than 6% in Asia and less than 2% in South America and Africa. These statistics suggest substantial underrepresentation of the Majority World researchers even in developmental psychology, a subfield that has been working toward diversity. Overall, despite the calls for global representation, increasing attention to diversity in some subfields, and focus on decolonial approaches, statistics regarding representation of Majority World authors and samples in English-language peer-reviewed journals have not considerably changed (Ijzerman et al., 2021; Mohlhenrich & Krpan, 2022; Rad et al., 2018; Thalmayer et al., 2021), highlighting that psychological science still has a long way to go in promoting global and diverse research.

Possible explanations for the limited progress to fully embracing the need for global representation lie in the history of our field and its colonial legacies (Readsura Decolonial Editorial Collective, 2022; Silan et al., 2021). As a field that originated in the Minority World, epistemologies and methodologies from these world regions have dominated the field, including psychology's philosophy of science that is deeply rooted in universalism with a focus on examining fundamental and universal human processes with relatively little consideration of cultural or ecological contexts within which they occur (Arnett, 2008; Corral-Frías et al., 2023). If psychological processes were indeed universal, research with Majority World populations would not be needed because findings from Minority World could directly inform psychological processes within communities in the Majority World. Further, due to the roots of our discipline in the Minority World, psychological processes of White, middle-class individuals have been viewed as the standard way of being against which human behavior from other parts of the world is compared (Readsura Decolonial Editorial Collective, 2022). This dominance of Minority World knowledge systems and ways of being leads to trivializing the value of Majority World research (Corral-Frías et al., 2023), which may implicitly or explicitly guide journal editorial and review practices, creating barriers for publishing research with Majority World populations, and impeding our global understanding of psychological processes.

Philip Baiden

This narrow focus on a segmented population in psychological literature poses major threats to psychological science and its progress because individuals residing in the Global North are highly unusual in the global context (Forscher et al., 2021). Individuals from these high income, largely English speaking, and democratic countries are not representative of the entire world population, particularly of people in the Global South or Majority World (those in Africa, Asia, Latin and South America, where 90% of the world's population resides). People around the world live in drastically different cultural, economic, social, and political contexts that shape their everyday lives, including a range of phenomena that psychologists study (Arnett, 2008), such as cognitions, perceptions, and behaviors in constant exchange (Bronfenbrenner, 1995). Research has shown that cultural and environmental context matters in facilitating ways of individuals' cognition and problem solving (Arieli & Sagiv, 2018; Haun & Rapold, 2009) and in neural mechanisms involved in the development and maintenance of self-representation (Liddell & Jobson, 2016).

Hence, promoting a global and diverse psychological science by incorporating scholarship from the Majority World is inherently valuable and indispensable. Given the substantial variability in social, cultural, political, economic, educational, and health care contexts in the Majority World that differ substantially from the Minority World, the findings from Majority World studies may have the potential to truly challenge our research conclusions. The inclusion of Majority World perspectives may also help researchers not to overlook the diversity within the Minority World, which also comprises a substantial heterogeneity in living conditions (Marfo, 2011). The inclusion of research from the Majority World can make novel and unique contributions to our knowledge of human psychology and could bring forth insights to promote health, equity, and well-being of people around the world, including in the Minority World (Adetula et al., 2022; Corral-Frías et al., 2023). Forscher et al. (2021) argued that for psychological science to remain as a viable discipline, it can no longer ignore psychological processes and problems in the Majority World that is witnessing the most rapid population and economic growth. Thus, for psychology to truly be a human science, it needs to represent all of humanity (Arnett, 2008) so the knowledge base is inclusive, theoretically comprehensive, and globally applicable (van de Vijver, 2013).

To fully address this issue of global underrepresentation, it is critical to understand the challenges that researchers experience firsthand in conducting and disseminating research pertaining to Majority World populations. However, the perspectives of these researchers, while crucial, are sorely lacking. Anecdotally, researchers who engage in research with Majority World populations have reported numerous barriers to publishing their research in mainstream English-language journals that are grounded in the inherent value of universalism that contributes to viewing research with Majority World populations as not mainstream (see Draper et al., 2022; Moriguchi, 2022). Other notable challenges involve resource constraints, language barriers, and time-intensive research processes (e.g., research in the Majority World involves building relationships with communities in which one does research, use of qualitative research methods that may be better suited; National Academies of Sciences, Engineering, and Medicine, 2022). However, no systematic efforts have explored the challenges faced by these researchers.

In this study, our aim was to explore the perspectives of scholars who engage in research with populations from the Majority World regarding the challenges they experience in conducting and disseminating their research using an embedded mixed-methods design with a smaller quantitative arm embedded in a larger qualitative study (Creswell & Clark, 2017). We included social and behavioral science researchers living and working in the Majority World, and those whose research programs focused on populations from the Majority World, though they were affiliated with institutions in the Minority World. Our research questions were open-ended and exploratory: (1) What is the broader context of work and work expectations for these researchers? (2) What challenges do these researchers experience in engaging in research? (3) What challenges do they experience in publishing their research? and (4) What recommendations do they have for addressing these challenges?

Method

Participants

Individuals were eligible to participate if they were 18 years of age or older, identified their primary discipline as

Graciela Espinosa-Hernandez

psychology, education, human development and family studies, or related fields, and conducted research in Africa, Asia, the Middle East, or Latin America. Although 482 respondents viewed the survey, 244 provided demographic data and completed parts of the survey. Of these, 12 reported their highest degree as a bachelor's degree and were removed; hence, our analytic sample was $n = 232$. We included participants with a master's degree or higher because, in many countries around the world, a master's degree qualifies one to be a lecturer or assistant professor involved in teaching and research. Respondents represented 50 countries (see Supplemental Table S1). About seven in 10 (68.1%) of the respondents were working at an institution in the Majority World (e.g., Africa, Asia, the Middle East, or Latin America), whereas 31.9% were working at an institution in the Minority World (e.g., Europe, United States, Canada, or Oceania). Close to two out of three (63.8%), respondents self-identified as women, and about two in three (65.6%) reported being affiliated with a psychology department, representing subdisciplines of cognitive, clinical, counseling, developmental, social, and industrial/organizational psychology. More than half (56.6%) of the respondents reported receiving their highest degree between 2010 and 2019. A majority of the respondents reported completing a significant share of postsecondary education in English, and about three in four (73.9%) respondents reported a doctoral degree as the highest degree obtained. Respondents were fairly evenly distributed across the various positions (research associate/postdoc fellow 14.6%, assistant professor 12.8%, associate professor 19.2%, full professor 19.6%, lecturer/instructor 19.6%, other [including adjunct or affiliated] 14.2%; see Supplemental Table S2).

Procedure

We approached a total of 30 international and/or U.S.-based professional organizations across various subdisciplines of psychology (social, clinical, cognitive, developmental), behavioral neuroscience, and family science, and 16 of those organizations confirmed that our recruitment email was distributed to their member listserv and/or posted on social media platforms. The organizations that distributed our recruitment call included international professional organizations (e.g., International Association for Cross-Cultural Psychology; membership from Majority World countries 34%), international divisions or committees of professional organizations (e.g., Division 52: International Psychology of APA, International Section of National Council on Family Relations), and U.S.-based professional organizations for various subfields of psychology (e.g., Association for Behavioral and Cognitive Therapies, Psychonomic Society, Flux Society for Developmental Cognitive Neuroscience, Society for Applied Research in Memory and Cognition, Society for Personality and Social Psychology, Society of Research in Child Development; membership from Majority World countries 1%–6%). In addition, we distributed email invitations to 15 regional or national professional organizations across Africa, Asia, Europe, Latin America, and The Middle East. Authors of this article posted open invitations on social networking sites (e.g., Facebook, Twitter, LinkedIn), and we sent email invitations to our professional networks in the Majority World.

This study was approved as exempt by Miami University institutional review board (Approval Number 03857e). This study was not preregistered. Participants read the informed consent that described eligibility criteria, the purpose of the study, and agreed to participate by completing the survey. Their participation was voluntary and anonymous, and they received no incentives. The average time to complete the survey was 24.3 min ($SD = 67.4$).

Researcher Reflexivity

Our research team consisted of members who have lived experiences in communities in Africa, Asia, Latin America, Europe, and North America and are actively engaged in conducting research within these world regions. Our research team members also serve as editors and editorial board members of English-language peer-reviewed journals, reviewers for funding agencies, and members of international committees of U.S.-based professional organizations. These personal and professional experiences afforded us diverse perspectives that contributed to what we chose to study and our interpretation of the findings.

Lucía Magis-Weinberg

Measure

The online survey included two components: (a) participant demographics and (b) the main questionnaire. The main questionnaire, which comprises eight open-ended and 10 forced-choice questions, included the following topics: (a) the broader context of participants' work and work expectations (e.g., the amount of time spent on teaching, mentoring, research, and service; access to resources for research, communities where they do research and issues studied), (b) challenges they experience with conducting research, (c) challenges they experience with publication, and (d) recommendations to address those challenges (full survey in online Supplemental Material). Data are available at https://osf.io/zcwq3/ (Raval et al., 2023).

Strategy for Data Analysis

Qualitative

Responses to open-ended questions were coded by one of the five primary coders (who engage in Majority World research). Primary coders began by reading all the responses to a given question, noting common themes, and developing a coding scheme. All five primary coders met to discuss the coding process, reviewed an initial draft of the coding scheme developed by the primary coder, and discussed any questions. The coding schemes were revised based on the discussion and finalized. The primary coder then used the coding scheme to code the responses. As the coding progressed, the research team met again to discuss and resolve any questions. After the primary coder had completed coding, a second coder reviewed all responses and their assigned codes. Any questions that came up were resolved through discussion.

Quantitative

For responses to forced-choice questions, descriptive statistics were computed using frequencies and percentages for categorical variables and means (*SD*) for continuous variables in SPSS. Pearson χ^2 tests were used to compare the distribution of categorical variables by world regions, whereas one-way analysis of variance was used to compare continuous variables by regions. The results below are organized by the research question rather than the type of analysis. Syntax for quantitative analyses is available at https://osf.io/zcwq3/ (Raval et al., 2023).

Results

Research Question 1: Broader Context of Work and Work Expectations

Distribution of Work Responsibilities

Respondents reported spending most of their time in teaching and mentoring, followed by research and service (see Supplemental Table S3). Respondents in the Majority World reported spending a significantly greater proportion of their time on teaching compared to those in the Minority World, $M_{\text{Majority World}} = 32.2\%$ versus $M_{\text{Minority World}} = 20.6\%$, $F(1, 173) = 16.62$, $p < .001$, as well as greater proportion of time on university service, $M_{\text{Majority World}} = 17.7\%$ versus $M_{\text{Minority World}} = 11.4\%$, $F(1, 173) = 7.68$, $p = .006$. Respondents in the Majority World reported spending significantly less proportion of time on research and scholarship compared to those in the Minority World, $M_{\text{Majority World}} = 24.0\%$ versus $M_{\text{Minority World}} = 43.8\%$, $F(1, 173) = 40.21$, $p < .001$. Further, respondents in the Majority World reported spending significantly less proportion of time in writing or revising article than those in the Minority World, $M_{\text{Majority World}} = 24.3\%$ versus $M_{\text{Minority World}} = 30.4\%$, $F(1, 173) = 7.16$, $p = .008$. Of the time devoted toward research, a significant share was spent toward dissemination efforts through publication and presentation and designing the study and/or applying for funding, with relatively less time toward recruitment and data collection and data analysis. Information regarding the communities and the most pertinent issues in research is in Supplemental Figures S1 and S2.

Resources Available for Research

From a list of resources provided (forced-choice), respondents indicated which resources for engaging in research were available to them. A majority of participants across world regions reported access to undergraduate or graduate students to assist with research and access to academic journals in one's field of study (see Supplemental Table S4). The resources that were least available included professional editing services, statistical consultation services, paid research leave for junior faculty, summer research leave, and annual research budget. The proportion of respondents in the Majority World who

Amanda J. Nguyen

reported access to university scholarships and fellowships for graduate students (22.2%) was significantly lower than that of respondents in the Minority World, 41.9%; $\chi^2(1) = 9.65$, $p = .002$. The proportion of respondents in the Majority World who reported access to physical space for research lab (29.7%) was significantly lower than their counterparts in the Minority World, 52.7%; $\chi^2(1) = 11.38$, $p < .001$. The proportion of respondents in the Majority World who reported access to academic journals in their field of study, 32.3% versus 48.6%; $\chi^2(1) = 5.76$, $p = .016$, seed grants and other internal funds to run pilot projects, 24.1% versus 39.2%; $\chi^2(1) = 5.62$, $p = .018$, or access to statistical software packages, 38.2% versus 65.7%; $\chi^2(1) = 14.49$, $p < .001$, was significantly lower than their counterparts in the Minority World. Further, respondents in the Majority World were less likely to have access to research equipment, 17.7% versus 31.1%; $\chi^2(1) = 5.25$, $p = .022$, paid research leave for junior faculty, 6.3% versus 17.6%; $\chi^2(1) = 7.13$, $p = .008$, paid sabbatical leave for midcareer/senior faculty, 22.2% versus 37.8%; $\chi^2(1) = 6.27$, $p = .012$, professional development funds to cover conference attendance, 13.3% versus 28.4%; $\chi^2(1) = 7.74$, $p = .005$, access to a research office to help in applying for and executing their research, 22.8% versus 50.0%; $\chi^2(1) = 17.31$, $p < .001$, and statistical consultation services, 12.0% versus 27.0%; $\chi^2(1) = 8.11$, $p = .004$, than respondents in the Minority World. In summary, researchers from the Majority World reported lower access to resources than those in the Minority World.

Research Question 2: Barriers to Doing Research

Context of Funding and International Collaborations

Over half of the respondents in the Majority World reported a current active research collaboration with scholars from Minority World (60%), and of those who did not have a current collaboration, 56% reported trying to establish such a collaboration. A majority of the full sample (those in Majority and Minority World; 77%) reported that they had applied for external funding to support their research, and of those, 67% reported receiving funding from agencies in the Minority World (e.g., Australian Research Council, Fritz Thyssen Foundation, German Research Foundation, Jacobs Foundation, National Science Foundation, National Institutes of Health, Templeton Foundation, The World Bank, The United Nations Educational, Scientific and Cultural Organization) or from the Majority World (i.e., African Humanities Program, Indian Council of Medical Research, National Fund for Scientific and Technological Development—Government of Chile, Sao Paulo Research Foundation, Scientific and Technological Research Council of Turkey, Taiwan Government), to name a few.

The coding of open-ended responses about barriers to doing research, barriers to obtaining funding, and barriers to developing international collaborations resulted in three broad categories: (a) bias against Majority World research, (b) challenges experienced by all researchers, but heightened for those doing research with Majority World, and (c) challenges specific to researchers affiliated with Majority World institutions.

Bias Against Majority World Research

The bias was evident in participants' responses to overall barriers to doing research (application of Western research methods and tools in another context, see Figure 1). In addition, bias was referenced in responses describing barriers to funding, specifically funding priorities that exclude international research (e.g., "There is very little major funding for qualitative, culturally based, international work," "most funding organizations do not fund international"), and reviewers of funding applications disregard or misunderstand the value of their research (e.g., "Reviewers view cultural research as fringe, even when methods are very traditional," "We have had reviewers who were just not eager, which is confusing since the field is eager"; see Figure 2). This bias was also evident in participant responses describing barriers to developing international collaborations, specifically referencing a lack of collaborator receptivity (e.g., potential collaborators unresponsive when contacted, "Finding someone who will take you seriously is not as easy as it seems," or "Most potential hosts I wrote did not even respond") and lack of authenticity, equity, and trust in the collaborative relationship (e.g., "feeling inferior to academics in the Western world," "lack of trust from international scholars," "There is no equal collaboration. Most of the time it is in the interest of the researchers from Europe or North America. I feel they are interested in the data from Africa but not to promote scholarly collaboration"; see Figure 3).

Peter F. Titzmann

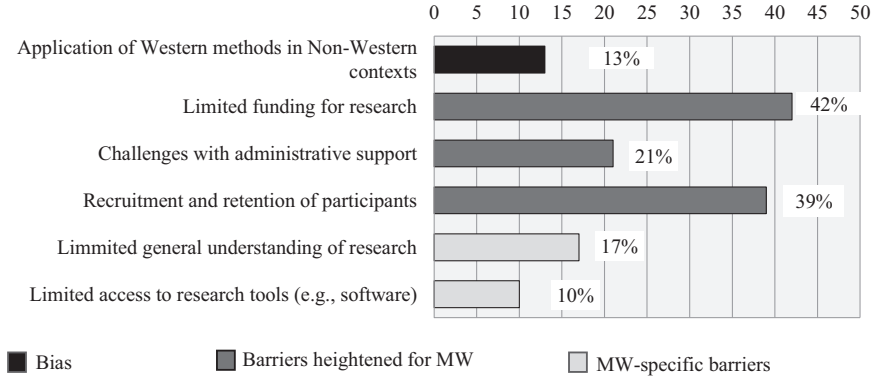
Challenges Experienced by All Researchers, Heightened for Those Doing Research With Majority World

Barriers to doing research that are experienced by all researchers but particularly heightened for those doing research with Majority World included lack of funding (i.e., the comparatively high costs for travel and limited research grants), recruitment and retention of participants (particularly for longitudinal research), and challenges with administrative support (i.e., bureaucracy and lack of institutional support leading to difficulties obtaining permission for conducting research, issues in the cooperation with government agencies, and strict requirements for research, specifically, data protection regulations hindering contact with participants; see Figure 1). Barriers to funding that are experienced by all researchers, though particularly heightened for those doing research with Majority World were competitive funding environment (e.g., "the process is too competitive," "the funds are limited and competition is high") and bureaucracies and politics in funding (e.g., "issues between funding officials and my PI"; see Figure 3).

Challenges Specific to Researchers Affiliated With Majority World Institutions

Researchers affiliated with Majority World institutions identified a lack of access to research tools (i.e., limited access to the required software, missing mentorship, and skilled colleagues) and limited external understanding of research (i.e., little societal and public support and understanding of research, and mistrust in the reliability of data) as barriers to doing research (see Figure 1). They identified lack of information or training for writing grants or feedback (e.g., "they reject my application without feedback on how to improve my future opportunities"), lack of time to write grants (e.g., "no help in terms of teaching buyout so that I have time to write a grant"), and structural issues such as English-language barriers, or ineligibility due to citizenship or student status to apply for funding ("Not a U.S. citizen") as barriers to obtaining funding (see Figure 2). These researchers also identified challenges to developing international collaborations, including the need for funding to support international collaborations (e.g., funds to support travel, preference of collaborators to work with those who have funding), travel barriers (e.g., "face-to-face interaction was the problem"), cultural and linguistic differences, and differences in research orientation (see Figure 3).

Figure 1
Barriers to Doing Research



Note. Participants' (n = 110, 75 from the MW) open-ended responses to the question "What are the barriers to doing research in these communities" were coded into six categories (percentage of responses in each reported here). MW = Majority World.

Yao Zheng

Research Question 3: Challenges With Dissemination and Publication

Contexts and Outlets for Dissemination

In response to a forced-choice question, a greater proportion of respondents in the Minority World (37.8%) reported publishing their works in mostly U.S.-based journals than respondents in the Majority World (22.8%), $\chi^2(1) = 5.72$, $p = .017$. In contrast, a greater proportion of respondents from the Majority World reported publishing their works in newspapers or magazines (22.2%) than their counterparts in the Minority World, 8.1%; $\chi^2(1) = 6.83$, $p = .009$. Other ways of disseminating one's research included presentations at academic conferences, social media, and/or blog posts. In addition, 85% of the participants reported that publishing in English-language journals is required for promotion at their institution or otherwise expected, and 65% also endorsed that publishing in native-language journals is required for promotion at their institution or otherwise expected.

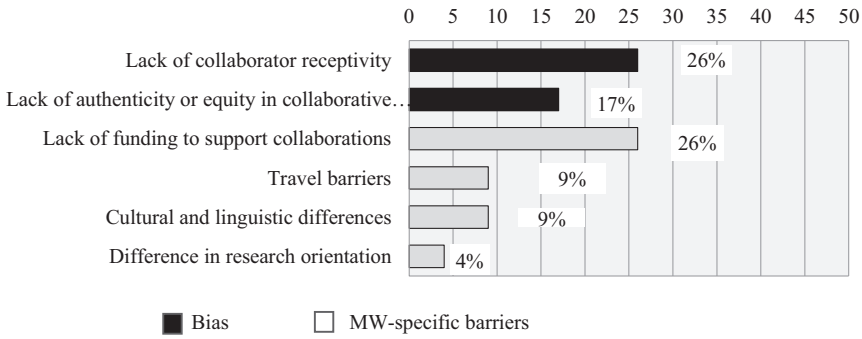
Barriers to publishing research were assessed using both an open-ended question and a forced-choice question where participants indicated endorsement of barriers from a list provided. These barriers were also organized into three categories: (a) bias against Majority World research, (b) challenges experienced by all researchers, heightened for those doing research with Majority World, and (c) challenges specific to researchers affiliated with Majority World institutions.

Bias Against Majority World Research

In open-ended responses, the theme of Western centrism or bias can be more fully explained with some quotes. As one participant illustrated this bias, "the requirement to always explain 'why' this country—while no such expectation is made for doing research with U.S.-based participants (e.g., I have to explain why China, and what is 'unique' about China; while no such standard exists for why someone studied adolescents in Kentucky, United States)." Other participants reported that research with international populations is deemed as "too narrow for the readership," "not appealing to the U.S. audience," or that "research sample considered too small" (see Figure 4).

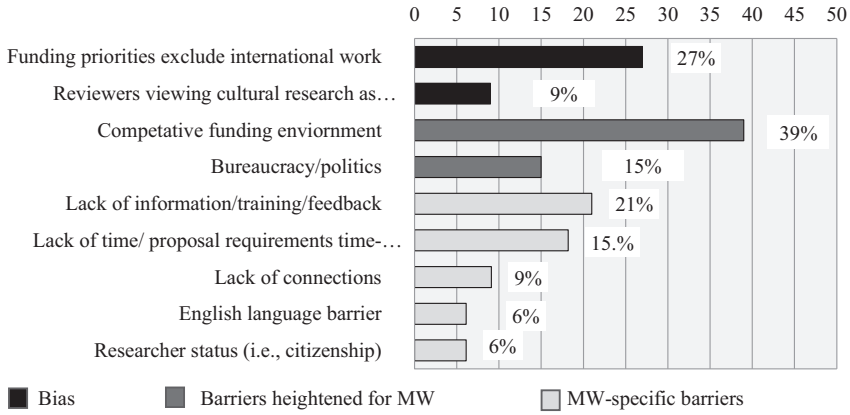
Out of the forced-choice options, participants endorsed barriers such as finding an international or U.S.-based journal that accepts research with non-U.S.-based samples, finding an international or U.S.-based journal that accepts qualitative research, article rejected because a study in a country other than United States is not appealing to the journal audience, article rejected with a suggestion to find a regional or specialty journal, reviewer feedback that is not applicable or

Figure 2
Barriers to Developing International Collaborations



Note. Participants' (n = 18, 16 from MW) open-ended responses to the question "What are the challenges you perceive or experienced in establishing collaborations with scholars from Europe or North America?" coded into six categories (percentage of responses in each reported here). MW = Majority World.

Figure 3
Barriers to Obtaining Funding



Note. Participants' ($n = 30$; 17 from MW) open-ended responses to the question "What challenges did you experience in applying for and getting funding?" coded into nine categories (percentage of responses in each). MW = Majority World.

appropriate to the context of one's country or culture, and reviewer feedback that a Western comparison group was needed (see Table 1).

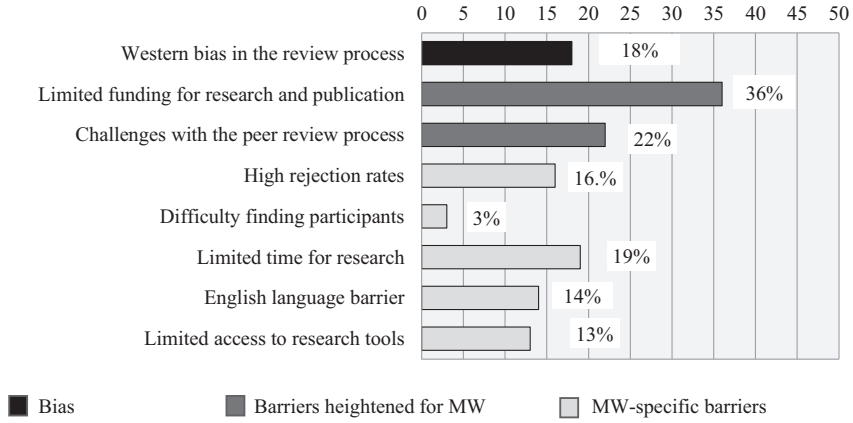
Challenges Experienced by All Researchers, Heightened for Those Doing Research With Majority World

In open-ended responses, participants identified the following general challenges: limited funding, challenges with peer-review process, high rejection rates, and difficulty finding participants (see Figure 4). In the forced-choice format, barriers experienced more generally included insufficient funds to cover publication fees of open-access journals, desk rejections, and delays in peer-review process (see Table 1).

Challenges Specific to Researchers Affiliated With Majority World Institutions

In open-ended responses, the following themes were coded that indicate challenges specific to researchers affiliated with Majority World institutions: limited time for research, English-language barrier (e.g., challenges with English as the academic language and proofreading), and limited access to research tools (see Figures 5 and 6). In the forced-choice format, barriers specific to researchers in Majority World included reviewer feedback suggesting

Figure 4
Barriers to Publishing Research



Note. Participants' ($n = 111, 77$ from the MW) open-ended responses to the question "What are the barriers or challenges to publishing your research?" coded into eight categories (percentage of responses in each reported here). MW = Majority World.

Table 1
Common Outlets for Dissemination and Endorsement of Barriers to Publishing Research From the List Provided

Variable	Majority World *N* (%)	Minority World *N* (%)	Chi-square (Significance)
Where do you publish your research?			
National journal or scholarly outlets in your country	75 (47.5)	28 (37.8)	1.89 ($p = .169$)
International journals or scholarly outlets	83 (52.5)	47 (63.5)	2.47 ($p = .116$)
U.S.-based journals	**36 (22.8)**	**28 (37.8)**	**5.72 ($p = .017$)**
Other	7 (4.4)	6 (8.1)	1.29 ($p = .256$)
Do you publish your research in:			2.70 ($p = .610$)
English-language journals only	60 (61.2)	32 (62.7)	
Journals in other languages only	2 (2.0)	0 (0.0)	
Predominantly in English-language journals, some work in native-language journals	22 (22.4)	14 (27.5)	
Predominantly in native-language journals, some work in English-language journals	9 (9.2)	2 (3.9)	
Approximately half in English-language journals and half in native-language journals	5 (5.1)	3 (5.9)	
Are there other ways in which you disseminate your research?			
Academic conference	93 (58.9)	47 (63.5)	0.46 ($p = .500$)
Social media	50 (31.6)	19 (25.7)	0.86 ($p = .354$)
Blog post	13 (8.2)	7 (9.5)	0.10 ($p = .755$)
Newspaper or magazine	**35 (22.2)**	**6 (8.1)**	**6.83 ($p = .009$)**
Other	11 (7.0)	6 (8.1)	0.10 ($p = .755$)
Endorsement of barriers to publishing research from the list provided			
Finding an international or U.S.-based journal that accepts research with non-U.S.-based samples	49 (31.0)	19 (25.7)	0.69 ($p = .405$)
Finding an international or U.S.-based journal that accepts qualitative research	27 (17.1)	10 (13.5)	0.48 ($p = .488$)
Desk rejections from editors	51 (32.3)	32 (43.2)	2.64 ($p = .104$)
Manuscript rejected due to failure to find peer reviewers	17 (10.8)	10 (13.5)	0.37 ($p = .542$)
Manuscript rejected because a study in a country other than the United States is not appealing to the journal audience	36 (22.8)	17 (23.0)	0.01 ($p = .975$)
Manuscript rejected with a suggestion to find a regional or specialty journal	32 (20.3)	15 (20.3)	0.01 ($p = .998$)
Reviewer feedback that is not applicable or appropriate to the context of your country or culture	36 (22.8)	20 (27.0)	0.50 ($p = .482$)
Reviewer feedback that a Western comparison group is needed	22 (13.9)	10 (13.5)	0.01 ($p = .933$)
Reviewer feedback suggesting professional editing services even after you have the article edited by a native English speaker	33 (20.9)	18 (24.3)	0.35 ($p = .556$)
Peer review process taking longer than expected	59 (37.3)	38 (51.4)	4.07 ($p = .044$)
Insufficient funds to cover publication fees of open-access journals	65 (41.1)	26 (35.1)	0.76 ($p = .383$)
Other	3 (1.9)	3 (4.1)	0.93 ($p = .335$)

Note. Values in bold were significantly different at $p < .05$.

professional editing services even after you have the article edited by a native English speaker (see Table 1).

Research Question 4: How to Address Barriers?

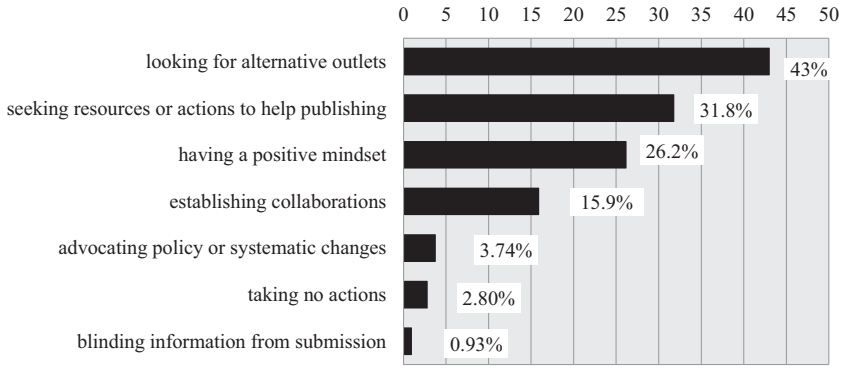
Individual Strategies to Overcome Publication Barriers

In open-ended responses, the following themes were coded: looking for alternative outlets (e.g., "send to other lower quality journals," "go for less expensive journals," "present in conferences"), seeking resources or actions to help publishing (e.g., "apply for grants and scholarships," "get extra editing services [paid] from professional service providers," "ask peers to just go over the article to see if it reads well"), having a positive mindset (e.g., "doggedness and resilience until another accepts," "persist and expect a long lead time to acceptance for review and a long lead time for completion of reviews"), and establishing collaborations (e.g., "find colleagues overseas to publish cross-cultural research with them," "looking for authors from the West to become collaborators for our projects"; see Figure 5). Less commonly reported strategies were advocating systematic changes (e.g., "actively advocate for journal policies to be inclusive, for editors to be educated about the value of research with globally diverse populations in enhancing psychological science"), taking no action, and blinding information from submission (e.g., "not including country of origin in titles unless the culture is the main focus of the study").

Recommendations for Professional Organizations and Journal Editors

In open-ended responses, the following themes were coded (see Figure 6): increase diversity (e.g., "have senior editorial board members who are working in the developing countries," "journal editors need to be aware of how American-centric they could be," "explicit

Figure 5
Strategies Used for Overcoming Publication Barriers



Note. Participants' (n = 107, 71 from the Majority World) responses to the open-ended question "How do you overcome these and other barriers or challenges?" coded into seven categories (percentage of responses in each reported here).

attention to diversity within the scope of the journal"), provide resources and support (e.g., "hosting workshops for early researchers," "provide free language editing," "journals need to provide more copyediting support free of charge for articles deemed to have high-quality content"), and make policy changes (e.g., "set a quota in their journals for the majority world," "expunge publication fees or make it more affordable," "be open to revisions based on reviewer comments, instead of a desk rejection when the research is well in line with the journal's aims and scope").

Discussion

Although the need for a diverse and global psychological science is clear (Arnett, 2008; van de Vijver, 2013), systematic efforts are lacking that examine the challenges researchers experience in engaging in global psychological research, as well as recommendations from these researchers to address those challenges. Our findings serve as a pioneering effort to highlight the perspectives of researchers who engage in research with Majority World populations.

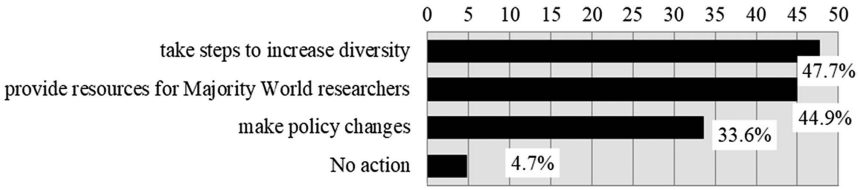
Barriers to Majority World Research

We discuss three sets of barriers to conducting and publishing Majority World research: (a) bias against Majority World research, (b) challenges experienced by all researchers that are particularly heightened for those engaging in research with Majority World populations, and (c) challenges specific to researchers affiliated with Majority World institutions.

Bias Against Majority World Research

The bias in funding and publication processes exists at both structural and individual levels. At the structural level, a major barrier to obtaining external funding identified by our participants was funding priorities that exclude international and cultural research. At an individual level, across funding and publication, our participants reported a Western bias in the review process and reviewer disregard for cultural research. As the illustrative examples of this bias show, research with Majority World populations is often considered to be too narrow or not of an interest to journal readership, researchers are asked to justify the focus on a particular community in the Majority World (though no

Figure 6
Recommendations for Professional Organizations and Peer-Reviewed Journals



Note. Participants' (n = 107, 71 from the Majority World) open-ended responses to the question "What could professional organizations and peer-reviewed English-language journal editors do to increase opportunities for publication of scholarship from countries and regions of the majority world?" coded into four categories (percentage of responses in each reported here).

such justifications are sought for when the sample is from the Minority World) or asked to include a White U.S. American comparison group. Similar experiences have been reported by researchers who work with racially and ethnically minoritized communities in the United States (Roberts et al., 2020).

This bias against Majority World research in funding and publishing policies and practices is grounded in the philosophy of psychological science (Arnett, 2008) rooted in the Minority World. Historically, psychology as a discipline has been focused on examining fundamental psychological processes using experimental and largely quantitative observational methods following natural sciences. The assumption has been that at a fundamental level, psychological processes are not influenced by contexts or that contextual variables can be controlled to study psychological processes in the most basic form (Arnett, 2008). In this way, the preference for methodological rigor as per the positivist paradigm outweighs understanding contexts. Further, due to the colonial legacy of our field, behaviors and belief systems of White individuals in the Minority World are considered the norm (Readsura Decolonial Editorial Collective, 2022), and as our findings highlight, authors of Majority World research articles are often asked to justify their selection of samples, or to include a White comparison group. In addition to challenges inherent in this assumption of what is normative, needing to justify one's sample or doing additional research in Minority World adds to the burden and barriers experienced by researchers engaging in Majority World research.

Challenges Experienced by All Researchers That Are Particularly Heightened for Those Engaging in Research With Majority World Populations

Some barriers to engaging in research with Majority World populations are not unique to this research, such as a competitive funding environment, recruitment and retention of participants, or high rejection rates of peer-reviewed journals. However, these challenges are heightened for researchers who engage in research with Majority World populations. For example, although recruiting and retaining research participants may be a challenge for all populations, building trust for research with communities in the Majority World may take longer time due to systematic factors (e.g., colonialism, marginalization, mistrust in the government and government-like entities). High competitiveness for funding and publication in peer-reviewed journals also differentially impacts scholars who engage in research with Majority World populations due to the existence of other barriers. For example, for a funding climate that is already competitive, a proposal that focuses on a Majority World community may be evaluated less favorably because obtaining pilot data is difficult with a particular community, obtaining an adequate sample size is a challenge, or because methods that are the most suitable within a community (e.g., qualitative, participatory) are viewed as less rigorous. Furthermore, limited research facilities, equipment, and infrastructure at institutions in the Majority World may raise questions about research capability of Majority World institutions despite the adequacy of resources that are actually needed to carry out the research.

Challenges Specific to Researchers Affiliated With Majority World Institutions

Our data show that researchers who live and work in the Majority World and engage in research with Majority World populations experience an additional set of challenges. These researchers reported less time for research and more time spent on teaching and service, and lower access to a variety of resources for research than their counterparts in the Minority World. This imbalance of resources for psychological research has been previously identified as contributing to limited representation of Majority World populations in psychological science (Arnett, 2008). In addition, the dominance of English as the language for scientific communication reflects Euro-American ethnocentrism in our science (van de Vijver, 2013), and for many Majority World researchers, this presents an extra layer of barrier because English may not be their first or the primary language. As evident from our data, many Majority World researchers are expected to publish in English or both in English and the native language peer-reviewed journals. Having to navigate scientific writing in multiple languages can be particularly taxing within the context of less time available for research and fewer research-related resources. Finally, for Majority World researchers, developing collaborations with researchers in Minority World also presents challenges such as lack of funding to support such collaborations, lack of receptivity and interest from potential collaborators in the Minority World, or lack of authenticity or equity in the collaborative relationship that precludes the voices of Majority World researchers. These challenges, particularly lack of receptivity and equity, tie back to the bias that trivializes Majority World research within the field of psychological science.

Recommendations for Promoting Global Science

Based on the recommendations provided by our participants and our findings regarding barriers, we propose four sets of recommendations for editorial teams of peer-reviewed journals, funding agencies in the Minority World, and researchers: (a) recognize and acknowledge the bias against Majority World research inherent in the publication and funding process and address it through changes in policy and practices; (b) recruit editorial team members, program

officers, and reviewers from the Majority World; (c) train editorial team members, program officers, and reviewers from the Minority World to deeply value and thoughtfully evaluate Majority World research; and (d) provide resources for researchers affiliated with Majority World institutions.

Recommendation 1: Acknowledge the Bias Inherent in the Publication and Funding Process That Marginalizes Majority World Research and Address It Through Changes in Policy and Practices

Acknowledging the inherent bias that prioritizes internal over external validity in evaluating the quality of psychological research that is reflected in both policy and practices in the publication and funding processes is the critical first step to promote a diverse and global psychological science. As a field, psychological science has played a pivotal role in identifying and examining biases, implicit and explicit attitudes, structural sources of disparity, inequality, and injustice in our societies (Roberts et al., 2020). However, we have not adequately acknowledged and addressed the bias within our field, our policies, and practices. As Jones (2010) suggested, we need to "broaden the cultural perspectives and problems from which psychological concepts emanate" (p. 704). This broadening of our science includes moving beyond attending to context by experimentally controlling it to actively examining how contexts shape human behavior. It also involves broadening the psychological phenomena examined that are relevant to people around the world and considering methods that are most suitable for such research as equally rigorous as traditional quantitative methods.

At the policy level, funding priorities for government agencies in the Minority World (e.g., Australian Research Council, Canadian Institutes of Health Research, European Research Council, National Institutes of Health, National Science Foundation, U.K. Medical Research Council), foundations, or corporate entities need to include and prioritize research with Majority World populations (Arnett, 2008; Thalmayer et al., 2021). Peer-reviewed English-language journals should include research with Majority World populations in their aims and scope, along with methods that are best suited for such research (e.g., qualitative, participatory action research). To address external validity, criteria to evaluate the quality of research should be expanded. Roberts et al. (2020) suggested including diversity of the sample and justification for choosing the sample as criteria for peer review along with theoretical foundation, methodological soundness, and clarity of writing. Simons et al. (2017) recommended that journals require all published studies to include "constraints on generality," specifying the target populations to which their findings and conclusions can apply. Along these lines, we recommend that journals require all submissions to include and be evaluated on description of sample demographics (including the geographic region in the world), a rationale for the sample chosen (for all submissions, not only for Majority World samples); a related discussion of generalizability integrated throughout the article (rather than relegated to limitations); and characterization of relevant social, cultural, economic, political, educational, or health care contexts for their target population (e.g., see the sociocultural policy of child development; Society for Research in Child Development, 2022). In addition, all articles should describe researcher positionality (e.g., how researcher identities relate to the research topic and/or the participants; Roberts et al., 2020).

Recommendation 2: Recruit Editorial Team Members, Funding Agency Personnel, and Reviewers From the Majority World

Adding our voice to previous recommendations that call for journals to include editors from the Majority World (Arnett, 2008; Lin & Li, 2023; Moriguchi, 2022; Thalmayer et al., 2021), we suggest journal editors make committed and concerted efforts toward increasing the diversity of their teams. As Lin and Li (2023) showed, in the top 68 psychology peer-reviewed journals, 91.4% of the editors' national affiliations are in North America and Europe. It is surprising that even subfields that specifically focus on global issues (e.g., global mental health) lack representation of scholars specifically from the Majority World (Hailemariam & Pathare, 2020; Osborn et al., 2020). Having Majority World researchers on editorial teams is key to supporting practices that will promote a global and diverse psychological science because these researchers recognize the value of Majority World research and bring much-needed expertise to evaluate Majority World research. Further, having Majority World researchers on editorial teams signals to researchers that the journal welcomes submissions that focus on Majority World populations (Arnett, 2008). In addition, editorial teams consider inviting Majority World researchers on a regular basis to put together calls for special issues or sections that are devoted to psychological issues pertinent to Majority World populations. Special issues that are organized and edited by Majority World researchers and include articles that are led by Majority World researchers can begin to address the void and move us closer to a diverse and global psychological science (Arnett, 2008). Such efforts should be grounded within an overarching policy and plan toward a global psychological science and care should be taken so that such efforts do not further reinforce the marginalization by equating Majority World research as "special" and be designated only to special issues rather than be a part of mainstream publications.

Parallel to the efforts to diversify journal editorial teams, Majority World researchers need to be recruited to serve as directors, program officers, and review panel members for major government funding agencies and foundations based

in the Minority World. Having Majority World researchers in key leadership roles in funding agencies can help ensure that research relevant to Majority World communities is included in funding priorities, and having them as program officers and review panel members can ensure that proposals focusing on Majority World populations are evaluated by scholars with expertise pertaining to these communities.

Recommendation 3: Train Editorial Team, Funding Agency Personnel, and Reviewers From the Minority World to Value and Thoughtfully Evaluate Majority World Research

The process of diversifying editorial teams and funding decision makers to include Majority World researchers is complex and will take time. As this process unfolds, Minority World researchers are making key decisions about publication and funding. Even as we look into the future when editorial and funding teams are diversified and Majority World researchers are included in these teams, Minority World researchers may continue to be an important part of publishing and funding processes. Given this, it is absolutely critical that Minority World researchers receive training to acknowledge the bias against Majority World research so that they can truly value Majority World research. In addition, the training should include strategies to thoughtfully evaluate the quality of research pertaining to Majority World (e.g., familiarity with social, cultural, political, economic, health care, educational, and other relevant contexts, along with methods and approaches most appropriate in those contexts) so that they are adequately equipped to evaluate this research. Such training should be required for scholars from the Minority World who serve as ad hoc reviewers, editorial board members, associate editors, or editor-in-chief within the publishing community and for those who serve as directors, program officers, or review panel members within the funding realm.

Recommendation 4: Provide Resources for Researchers Affiliated With Majority World Institutions

To address the challenges of limited resources for researchers affiliated with Majority World institutions, professional organizations, journal editorial teams, and funding agencies should take steps to provide the needed resources. Professional organizations should set funds aside for the affiliated journals to provide authors with statistical consultation and professional editing services so the financial burden for such services does not fall on the shoulders of researchers at Majority World institutions. Professional organizations should consider travel grants to participate in conferences and fellowships to engage in research that are specifically designed for researchers at all levels (from early career to senior) affiliated with Majority World institutions (e.g., International Society for the Study of Behavioral Development and Jacobs Foundation provide such fellowships, International Society for the Study of Behavioural Development, 2021; Jacobs Foundation, 2022). Funding agencies should also set aside funds for proposal development that include professional editing and statistical consultation services, and formative reviews prior to proposal submission specifically for researchers affiliated with Majority World institutions. In addition, as others have suggested (Arnett, 2008; Thalmayer et al., 2021), funding agencies should designate funding opportunities specifically for researchers affiliated with Majority World institutions (e.g., the emerging global scholar award from Fogarty International Center or African postdoctoral training initiative; National Institutes of Health, 2022a, 2022b). Finally, journals may accommodate the need of Majority World scholars to publish in English and native languages by providing opportunities to add optional summaries in languages other than English.

In addition, addressing barriers related to less time available for research due to substantial teaching and administrative responsibilities for Majority World researchers may require solutions that are feasible within this constraint. Multisite research programs that involve collaborations between researchers from Majority and Minority Worlds, as well as those across Minority World, and inclusion of undergraduate and graduate students as members of the research team may be beneficial. This would allow responsibilities related to data collection, analysis, and dissemination to be shared, bringing cultural, theoretical, and methodological expertise together, and making it easier to contribute with limited time. In collaborations with Minority World researchers, Majority World researchers should be centrally involved in conceptualization and dissemination and recognized in lead authorship roles (Adetula et al., 2022). If collected data from Majority World communities could be shared in online repositories, opportunities for secondary data analyses can also be beneficial.

Limitations and Future Directions

We made extensive efforts to reach social and behavioral science researchers who engage in research with Majority World populations through U.S.-based and international professional organizations, and national organizations in Africa, Asia, and Latin America. Despite these efforts, our sample cannot be considered representative of all social and behavioral science researchers who engage in Majority World research. Future efforts to explore the perspectives of these researchers may include additional approaches to recruitment (e.g., creating a database of faculty teaching in psychology departments at major universities in each country) and use of methods (e.g., focus groups) that may allow more in-depth exploration of researchers' experiences. Future research may also explore whether barriers to

engaging in and publishing research differ across regions within the Majority World, as well as across researchers at different types of institutions, and at different career stages. To fully unpack the bias against Majority World research, future research may explore how all researchers (including those in the Minority World) evaluate the quality of research and which criteria are used.

In conclusion, historically excluded voices of scholars who engage in research with Majority World populations are needed to promote a global and diverse psychological science. Our pioneering effort paves the path for further systematic exploration of barriers to Majority World research and enables changes in policy and practice related to funding and publication.

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